

TCAP Achievement Test

The TCAP Form L Achievement Test provides both norm-referenced and criterion-referenced information. Norm-referenced information permits the achievement of students to be compared with the performance of a national sample of students. The table on page 2 presents a statewide summary of student results expressed as national percentiles. Median national percentile performance data are provided for Reading, Language, Mathematics, Science, Social Studies, Spelling, and Word Analysis (grade three only). The results indicate that Tennessee students scored at or above the 50th percentile on eighty-four percent (84%) of the reported scores.

Criterion-referenced information allows the comparison of student achievement against a specified level of performance. The TCAP Achievement Test also reports information in terms of five performance levels that describe a pathway to proficiency. The defined levels are *Step 1*, *Progressing*, *Nearing Proficiency*, *Proficiency*, and *Advanced*. These five levels of performance are appropriate for grade span three through five and grade span six through eight rather than individual grade levels. The goal is to move students to *Proficient* or *Advanced* levels by the end of grade five and to the *Proficient* or *Advanced* levels again by the end of grade eight. The table on page 2 presents a statewide summary of comparing the percentage of Tennessee students reaching *Proficient* or *Advanced* to the national performance at those levels for each grade level three through eight.

The percentage of Tennessee students in the *Proficient* or *Advanced* category meets or exceeds the performance of the national norm group in sixty percent (60%) or 18 of 30 subtests.

2001 TCAP ACHIEVEMENT TEST STATEWIDE SUMMARY

TCAP Achievement Results for Norm-Referenced Information: Median National Percentiles (MNP)

Subtest/Composite	Grade					
	3	4	5	6	7	8
Reading Composite	51	52	55	52	52	54
Language Composite	56	58	52	55	56	58
Math Composite	56	59	52	56	52	56
Science	44	52	50	50	47	52
Social Studies	51	55	47	49	54	49
Spelling	56	59	52	60	59	67
Word Analysis	49	N A	N A	N A	N A	N A

TCAP Achievement Results for Performance-Level Information: Percentage of Students at Performance Levels

Subtest		Grade											
		3		4		5		6		7		8	
		State /	Nation	State /	Nation	State /	Nation	State /	Nation	State /	Nation	State /	Nation
Reading	Proficiency	13	14	23	24	38	33	18	18	30	25	36	33
Language	Proficiency	9	13	21	20	35	32	16	19	27	24	32	31
Math	Proficiency	7	5	16	15	26	30	15	12	18	21	38	33
Science	Proficiency	13	12	26	24	39	39	14	14	21	26	33	34
Social Studies	Proficiency	9	12	22	20	29	32	19	21	31	29	33	35

TCAP Competency Test

Meeting the Competency Requirement

Pursuant to the 1992 Education Improvement Act, the State Board of Education approved the TCAP Competency Test (TCAP/CT) as a graduation requirement for all students entering the ninth grade in 1994-1995. Students must answer seventy percent (70%) of the items correctly on both the Mathematics and Language Arts subtests to receive a regular diploma. Beginning with the 2001-2002 freshmen class the current Competency Test will be replaced by a new state competency requirement that consists of tests in Algebra I, Biology, and English II.

Summary of Results

The table on page 4 provides the 2000-2001 TCAP Competency Test statewide results and a comparative statewide summary for the seven years of the TCAP/CT student test results (1994-1995 through 2000-2001). Results labeled *without* special education do not include special education students receiving more than four hours of services. The 1994-1995 results include students who met a screening requirement in their eighth-grade TCAP Achievement Test administration (spring 1994) in addition to ninth graders from the spring 1995 TCAP/CT administration. The screening option was eliminated after 1994: therefore, the statewide statistics for the remaining years (1995-1996, 1996-1997, 1997-1998, 1998-1999, 1999-2000, and 2000-2001) include the ninth graders passing one or both TCAP/CT subtests in the fall and spring administrations. Ninth-grade repeaters and students attempting the test in grades ten through twelve are excluded from this reporting.

For 2000-2001, sixty percent (60%) of Tennessee ninth graders met the TCAP/CT requirement in both Mathematics and Language Arts. In Mathematics, sixty-six percent (66%) passed the test and in Language Arts, seventy-four percent (74%) passed in 2000-2001. Excluding special education students, the 2000-2001 percent of ninth-grade students who met the requirement is seventy-one percent (71%) in Mathematics, seventy-nine percent (79%) in Language Arts, and sixty-six percent (66%) in both areas.

Longitudinal Results for TCAP Competency Requirement

Subject	Special Education	School Year						
		'00-'01	'99-'00	'98-'99	'97-'98	'96-'97	'95-'96	'94-'95
Mathematics	With	66	65	67	68	66	67	61
	Without	71	70	71	72	70	71	66
Language Arts	With	74	71	74	75	75	76	73
	Without	79	76	78	80	80	80	78
Both Parts	With	60	60	61	62	61	62	56
	Without	66	64	65	67	65	66	61

The percent of ninth-grade students meeting the competency requirement is reported with and without special education students.

TCAP Writing Assessment

The seventh mandated TCAP Writing Assessment was administered in February 2001. This assessment required students to write essays in response to a given prompt within a specific time allocation. Fourth-grade students were asked to compose a narrative essay, seventh-grade students an expository essay, and eleventh-grade students a persuasive essay. The 1997-1998 school year reflects the change from eighth grade to seventh grade testing as mandated by the State Board of Education, Tennessee Code Annotated 49-6-6003. The 2000-2001 school year represented the fourth administration to seventh graders. The writing samples were scored holistically.

Fundamental knowledge about holistic scoring is critical to understanding the writing assessment process and the results it provides. Holistic scoring goes beyond mechanical correctness to focus on the overall effect of the writing. It measures the effectiveness of the writer's communication skills.

Standardization of the scoring process for a large-group assessment, such as the statewide administration, was achieved through the selection and use of anchor papers. Anchor papers were selected from the Tennessee students' writing samples to illustrate the expectations for meeting the six skill levels defined by the scoring criteria. During the scoring process, each student paper was compared to the scoring criteria and the anchor papers.

Summary of Results

The tables on page 6 compare the score distributions from the 2000-2001 assessment with those of the 1999-2000, 1998-1999, 1997-1998, 1996-1997, and 1994-1995 assessments. Student progress is apparent by examining the percent of students at each score point for grades 4, 7, and 11. While scores from the 1994-1995 assessment tended to cluster around 2 and 3, scores from the 1995-1996 assessment clustered around 2 through 4 in grade 4 and around 3 and 4 in grade 11. The 1999-2000, 1998-1999, 1997-1998 and 1996-1997 scores clustered around 3 and 4 in all three grades assessed. Scores from the 2000-2001 assessment again show an increase in the percentage of Tennessee students moving into the competent and above range on the TCAP Writing Assessment. Since the first year of the assessment, there has been a noticeable increase in the number of students scoring in the competent range (4) at each grade level. Improvement in student writing is clearly evident across grades.

LONGITUDINAL TCAP WRITING ASSESSMENT RESULTS

Grade 4

Score		School Year						
		'00-'01	'99-'00	'98-'99	'97-'98	'96-'97	'95-'96	'94-'95
6	Outstanding	4	2	1	2	<1	1	<1
5	Strong	15	14	11	9	6	4	2
4	Competent	48	48	47	37	35	23	14
3	Limited	24	26	32	36	39	44	40
2	Flawed	7	7	7	14	17	22	35
1	Deficient	1	1	1	1	2	4	5
0	Non-Scorable	1	1	1	1	1	2	4

Grade 7

Score		School Year						
		'00-'01	'99-'00	'98-'99	'97-'98	'96-'97	'95-'96	'94-'95
6	Outstanding	3	2	1	1	N/A	N/A	N/A
5	Strong	16	11	8	7	N/A	N/A	N/A
4	Competent	54	49	44	44	N/A	N/A	N/A
3	Limited	21	28	36	38	N/A	N/A	N/A
2	Flawed	5	8	9	9	N/A	N/A	N/A
1	Deficient	1	1	1	1	N/A	N/A	N/A
0	Non-Scorable	1	1	1	1	N/A	N/A	N/A

Grade 11

Score		School Year						
		'00-'01	'99-'00	'98-'99	'97-'98	'96-'97	'95-'96	'94-'95
6	Outstanding	1	1	1	<1	1	<1	1
5	Strong	11	12	12	9	7	7	5
4	Competent	49	49	46	45	46	31	25
3	Limited	30	30	30	37	35	40	39
2	Flawed	7	7	9	8	10	16	25
1	Deficient	2	1	1	1	1	3	4
0	Non-Scorable	<1	<1	<1	<1	1	2	2

Tennessee High School Subject Matter Tests

The 1992 Education Improvement Act requires the development and administration of High School Subject Matter Tests. Mathematics tests were developed in Algebra I, Algebra II, Unified Geometry, and Math for Tech I to assess the major curriculum domains as described in the *Mathematics Curriculum Framework (9-12)*. The items for these tests were written by Tennessee teachers. The tests were administered within specific time limits.

Summary of Results

The testing schedule accommodates fall and spring testing. The table on page 8 entitled “*2000-2001 Results for Tennessee High School Subject Matter Tests*” provides separate test results of the mean percent correct scores for students tested. Separate data are also provided for the fall and spring administrations of the 2000-2001 school year. The table entitled “*Longitudinal Results for Tennessee High School Subject Matter Tests*,” compares mean results from the combined fall and spring administrations of the 1996-1997, 1997-1998, 1998-1999, 1999-2000, and 2000-2001 school years. These results show the statewide total mean percent correct for each of the three subjects tested. There was improvement in the mean percent correct in Algebra I and Geometry performance during the 2000-2001 school year.

TENNESSEE HIGH SCHOOL SUBJECT MATTER TESTS

2000 - 2001 Results for Tennessee High School Subject Matter Tests

Subject	2000 - 2001 School Year					
	Fall 2000		Spring 2001		Combined	
	% Correct	N	% Correct	N	% Correct	N
Algebra I	64.0	8,279	65.8	49,532	65.5	57,811
Algebra II	54.0	9,881	51.4	27,384	52.1	37,265
Unified Geometry	62.4	10,592	61.3	29,733	61.6	40,325

Longitudinal Results for Tennessee High School Subject Matter Tests

Subject	School Year				
	2000-2001	1999-2000	1999-1998	1997-1998	1996-1997
	% Correct	% Correct	% Correct	% Correct	% Correct
Algebra I	66	62	62	57	56
Algebra II	52	52	50	48	45
Unified Geometry	62	59	58	57	56